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ABSTRACT

The overall social studies recommended program is described in SO 000 675 and SO 000 676; the nature of this guide is described in SO 000 677. The geographic, historical, social, economic, and political factors in Eastern Europe, including the Soviet Union, are studied in these units. (SBE)

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BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT

SOCIAL STUDIES - GRADE 6

(Eastern Europe)

A Teaching System

SP 000 682

UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 1970

THE UNIVERSITY OF THE STATE OF NEW YORK

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FOREWARD

This publication has been prepared by the Curriculum Development Center in response to many requests from teachers for help in implementing the new social studies. In the pages which follow, the content, a suggested methodology, a list of learning activities, and a multi-media bibliography are set forth. They all deal with one of the major segments of the Grade 6 program -- Eastern Europe and the Soviet Union.

This material was prepared by a team consisting of John Berggren, a sixth grade teacher from the North Colonie Schools; James Quinn, a sixth grade teacher from the Waverly Schools; and Carol Lewis, a librarian from the Guilderland Schools. The publication was prepared for press by Howard Yates of the Elementary Curriculum Bureau.

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GEOGRAPHIC OVERVIEW

Stating the Problem

- Where is the cultural region of Eastern Europe, including the Soviet Union, located?

Understandings To Be Developed

1. Eastern Europe and the Asiatic section of Soviet Russia lie between 170° W. longitude to 7° E. longitude, and between 37° to 80° N. latitude.

2. The Balkan Peninsula between the Adriatic Sea and the Black Sea includes the countries of Yugoslavia, Bulgaria, Albania, and Romania.

3. Poland, Czechoslovakia, Hungary, and East Germany are found in the Central European plains area.

4. Czechoslovakia, Hungary, Romania, and Bulgaria are wholly or partly in the valley of the Danube River.

Information Needed (To develop understandings)

1. How does location on the Balkan Peninsula affect the countries of Yugoslavia, Bulgaria, Romania, and Albania?

2. How does location in the Central European Plains affect Poland, Czechoslovakia, Hungary, and East Germany?

3. How does the Danube River affect the countries of Czechoslovakia, Hungary, Romania, and Bulgaria?

4. Why is part of the Soviet Union called Russia and another Siberia?

5. What countries are located within Eastern Europe?

Learning Activities

1. As an introductory activity, show the class a picture, slide, or frame from a filmstrip showing some physical setting within the Soviet Union or Eastern Europe. Have students play the role of a geographer and ask geographic questions about the setting. A discussion should follow on how a geographer looks at a culture region. A teacher may wish to consult a source such as Geography, Its

Scope and Spirit, Jan O. M. Broek, the Charles Merrill Social Science Seminar Series.

2. As an on-going activity throughout the study, a teacher may wish students to keep a Social Studies notebook in which important terms and understandings on Eastern Europe and the Soviet Union would be kept.

3. Divide the class into three groups. One group will use a globe, with the other two using a world map and a map of the Eastern Hemisphere. (Wenschow Relieflike Map "U.S.S.R. and Adjacent Land," #RL52ARP, Denoyer Geppert, $23) Each group should be able to locate the countries of Eastern Europe, give the location of this region, using longitude and latitude, and compare its location with that of the U.S. Allow groups to rotate.

4. Compare the positions of North America and the Soviet Union in relation to the North Pole using a Polar Projection map. (Nystrom #PW98, $15, "Polar World") A string or ruler may be used to measure distances to the Pole.

5. Children may locate and label the Eastern European countries and the Soviet Union on an unlabeled, duplicated map of the region. Include this in student-made atlases to be added to later. Outline maps such as "Eastern Hemisphere" outline maps (503 Continental Press) could be used.

6. Discuss filmstrips such as "Geography of the Soviet Union" (part of series 1630--"The Soviet Union Today"--JAM Handy Organization, $50.70)

Stating the Problem

- How does the size of the Soviet Union compare with other countries in the world?

Understandings To Be Developed

1. The Soviet Union covers 1/6 of the land surface of the globe.

2. Although the Soviet Union has the world's longest coastline, a very small portion of it is used for seaports.

3. Although the Soviet Union is the largest country in area, it is third in population compared to China and India.

Information Needed (To develop understandings)

1. Why are there so few seaports on the long coastline of the Soviet Union?

2. What is meant by the term "population distribution?"

3. What is meant by the terms "densely" and "sparsely" populated?

4. How does the large area of the Soviet Union affect population density per square mile?

5. How does the population density of the Soviet Union compare with China and India?

Learning Activities

1. Have students locate information on the area and population of the Soviet Union, China, India, and the U.S. in a world almanac, atlas, or other sources. Students could arrange the information on tables, charts, or graphs. After the information has been arranged, students can make comparative statements about the area and population of the Soviet Union.

2. To illustrate the relationship between area and population, students could determine the population density per square mile of the countries above. Divide the population by the area to get people per square mile. Then check population distribution maps.

3. To compare the size of the U.S.S.R. with other countries and land masses, students may trace the outline of the U.S.S.R. on tracing paper and use it as an overlay on the other land areas, using the same map or one of equal scale.

4. On a map showing cities and seaports, have students trace the coastline of the Soviet Union with their finger. Students should then generalize about the length of the coastline and its utilization.

5. Using a map or globe that indicates time zones, the class could determine the number of time zones in the Soviet Union. This would help to illustrate its vast size. Follow with a discussion on the problems the Soviet Union might have in being so vast.

Stating the Problem

- What physical features are characteristic of Eastern Europe and the Soviet Union?

Understandings To Be Developed

1. The Balkan Peninsula is a mountainous region.

2. Most of the mountains in the Soviet Union, with the exception of the Urals, are located on the borders.

3. The countries of Poland, Czechoslovakia, East Germany, and Hungary are located in the Central European plains region.

4. The most noticeable characteristic of the land in the Soviet Union is its flatness. A large part of European Russia lies within the Great Eurasian Plain, which merges south of the Urals with the plains of Central Asia and the West Siberian Plain.

5. The Danube River, flowing through Hungary, Yugoslavia, Romania, and Bulgaria to the Black Sea, is an important waterway in Eastern Europe.

6. Since Russia is mostly a plains country, most of its rivers are long, wide, slow-moving, and without rapids.

7. The rivers in European Russia flow north to the Arctic, west to the Baltic, and south to the Black Sea and the Caspian Sea.

8. The chief rivers of European Russia are the Dvina and the Neva emptying into the Baltic, the Dnieper into the Black Sea, and the Volga into the Caspian.

9. In Siberia, the vast land to the east of the Ural Mountains, there are some of the longest rivers in the world. Three of the great rivers in Siberia, the Ob, the Yenisei, and the Lena, drain the Asiatic portion of the plain toward the Arctic Ocean, while the Amur empties into the Pacific Ocean.

Information Needed (To develop understandings)

1. In what ways would a mountainous border affect the Soviet Union?

2. What would be some advantages and disadvantages of having a large plains region?

3. What are some important rivers in Eastern Europe and the Soviet Union?

4. Why is the Danube called the "Mississippi of Southeastern Europe?"

5. Why is the northward direction of the river drainage in Siberia a handicap to the Soviet Union?

6. Why is the Volga River considered to be an important waterway?

Learning Activities

1. Give the students an outline map of Eastern Europe including the Soviet Union. Making use of a key, have students construct a graphic-relief map. The class may want to label important rivers, bodies of water, and land forms. Add this map to the student-made atlas.

2. A committee of students may construct a large-scale graphic-relief map using papier-mache or clay. Cities and other man-made features could be added later in the study of the region.

3. Using the above map, have students generalize about the location and importance to the people of land forms, rivers, bodies of water, and the northward flow of Siberian rivers.

4. Two pans may be filled with topsoil. Tilt one pan to a 45° angle and the other just slightly. Pour water into the end of each and observe the stream bed formed. Before experimenting, ask for the predicted outcomes. Compare the results with predicted outcomes after experimenting. Discuss how the Soviet Union's level plains affect its rivers.

5. Discuss filmstrip such as "Geographical Background-U.S.S.R." (part of series "U.S.S.R."--Eye Gate--$39.00)

6. A group of students could report on the Trans-Siberian Railroad. In their report, the students should point out the difficulties faced in linking the vast reaches of the Soviet Union.

Stating the Problem

- What are the climatic features of Eastern Europe and the Soviet Union?

Understandings To Be Developed

1. The Balkan Peninsula and the Black Sea have a Mediterranean climate.

2. Most of Eastern Europe, including the region west of the Urals in the Soviet Union, has a Continental climate.

3. The characteristic climate of Siberia is long, cold winters with short, cool summers.

4. Shortage of rainfall is characteristic of the climate within the Soviet Union, except for regions near the Black and Baltic Seas.

Information Needed (To develop understandings)

1. Why is the climate of a region so important?

2. What is a climatic region?

3. What are the characteristics of a Mediterranean climate?

4. What are the characteristics of a Continental climate?

5. Why is a shortage of rainfall characteristic of the climate within the Soviet Union?

6. Why does most of the Soviet Union have a colder climate than the U.S.?

7. Why is the northern port of Murmansk on the Barents Sea ice-free the year round?

Learning Activities

1. Using their graphic-relief maps, have students make a chalkboard list of generalized statements about climate in the Soviet Union after considering its location and physical features such as land forms and large bodies of water. Students may verify their statements by using rainfall, temperature, and climatic regions maps found in the atlas, or textbooks.

2. After a discussion of climate, students could construct from an outline map a climatic regions map to be added to their atlas.

3. Using available research materials, students may show, by pictures or temperature-rainfall graphs placed on a map, contrasts in temperature and rainfall within the Soviet Union.

4. To identify climatic regions with the Soviet Union and Eastern Europe, display wall maps or transparencies such as "World Climates" (#CU-WG79C--"World Geography"--Denoyer Geppert--$4.50)

Stating the Problem

- How might the Soviet Union be divided into natural regions?

Understandings To Be Developed

1. The Tundra is a natural region extending from the Arctic Circle to the Arctic Ocean.

2. South of the Tundra is a large forest region composed of Taiga and mixed forest.

3. Stretching north from the Black Sea to the Taiga and eastward into Siberia is a grassland region called the Steppes.

4. South of the Steppes and east of the Caspian Sea is a desert region.

5. A mountainous region is found along the eastern and southern borders of Siberia, and between the Black and Caspian Seas.

Information Needed (To develop understandings)

1. What is a natural region?

2. What are some characteristics of a Tundra?

3. How does permafrost affect the way of life in the Tundra of Siberia?

4. What is a Taiga?

5. What are some characteristics of a Steppe region?

6. Why is the Steppe region one of the Soviet Union's main agricultural regions?

7. What is a desert region?

Learning Activities

1. Lead a class discussion on what a natural region is. Students may wish to write a working definition of a natural region from their discussion to be added to their notebooks.

2. A natural regions map of the Soviet Union could be used to identify different regions within the country.

3. Divide the class into committees for the purpose of doing research on the characteristics of each natural region in the Soviet Union. Reporting of information may be in the form of pictures, filmstrips, bulletin board displays, and student-made materials.

4. To illustrate the characteristics of permafrost soil, have students fill a pan with moist topsoil and place in a freezer. After a few hours remove pan for students to analyze. Have students relate this activity to man's adaptation and utilization of the tundra.

5. In areas where possible, some students could bring in examples of coniferous trees for display or use in reports.

6. Have the class locate the "fertile triangle" in the Soviet Union. After determining its location, have the students discuss reasons why it is called a "fertile triangle" and what problems would be encountered in trying to extend the sides of the triangle north or south for agricultural use.

7. For additional review activities, see pp 19, 20, 42, 43 of Teaching Systems I, Grade 3; pp26-28, 52-54 of Teaching Systems II of Grade 3.

8. Students could use research skills to fill in the following table with generalized statements.

NATURAL REGIONS OF THE SOVIET UNION

	Climate		Vegetation	Soil	Occupations
	Temp.	Rainfall			
Tundra					
Taiga					
Steppe					
Desert					
Mts.					

9. Display pictures of natural regions such as those found in Nystrom's "Map Symbols and Geographic Terms Charts" (#MS 46, $65.00). Have students match pictures with a natural regions map.

Stating the Problem

- What natural resources are available within the Soviet Union?

Understandings To Be Developed

1. The Soviet Union has an abundance of mineral resources, including petroleum, coal, iron ore, uranium, manganese, asbestos, bauxite, copper, god, silver, chromite, potassium, sulphur, and nickel.

2. The Taiga region contains at least 1/5 of the forest area of the world.

3. The Soviet Union has a vast river system.

4. The black soil of the prairie region of the Steppes is very fertile.

5. The bodies of water surrounding the Soviet Union provide a source of fish.

Information Needed (To develop understandings)

1. Why would an abundant wealth of natural resources be valuable to a country?

2. Of what value is the Taiga region to the Soviet Union?

3. In what ways could the vast river system be used by the Soviet Union?

4. Why is the Soviet Union considered to be one of the richest countries in the world in terms of minerals resources?

5. The Steppes region is fertile, but agriculture is difficult. Why?

Learning Activities

1. Discuss the importance of natural resources to a region. Continue with discussion on what natural resources were found from the study of natural regions and physical features within the Soviet Union.

2. Students could use an atlas, world almanac, and other source materials to collect information about mineral wealth in the Soviet Union. Students could make transparencies, charts, tables, and graphs to illustrate their findings to the class. Students could then generalize about mineral resources and their importance to the people of the Soviet Union.

3. Using an outline map, students could illustrate a resource products map for their atlas.

4. To stress the importance of natural resources, set up a hypothetical situation in which each student would be responsible as an "Assistant Commissioner of Development," recommending resources necessary for the development of a community.

5. Discuss film such as "The Danube" (Disney Productions--Color, 28 mins.)

6. Discuss filmstrip such as "Natural Resources" ("Living In The Soviet Union Today"--Society for Visual Education.)

EVALUATION

PUPIL SELF-EVALUATION CHART

Name-	I do this well	I am improving	I need to do better
I know how to use reference materials.			
I find and bring in material to help the class.			
I take part in committee work and class discussions.			
I listen to and learn from the work of others.			
My graphs, charts, and maps are neat and accurate.			
I check my information to be sure it is correct, and can show where I found it.			
I keep my work well organized.			
I share ideas and information with others.			

TEACHER'S EVALUATION CHART

Child's Name-	Outstanding	Satisfactory	Needs Improvement
Showed interest in his work			
Contributed to class discussion			
Used reference material			
Organized information			
Interpreted pictures, graphs, maps, cartoons, etc.			
Assumed responsibility in committee work			
Applied problem solving methods in arriving at understandings			

Discussion Questions for Review

1. Where is the cultural region of Eastern Europe, including the Soviet Union, located?

2. How does the size of the Soviet Union compare with other countries in the world?

3. What physical features are characteristic of Eastern Europe and the Soviet Union?

4. What are the climatic features of Eastern Europe and the Soviet Union?

5. How might the Soviet Union be divided into natural regions?

6. What natural resources are available within the Soviet Union?

Other Evaluative Techniques

1. Give an occasional oral quiz to check students' understanding of terms and basic facts.

2. Have students make up quiz games to review facts and understandings.

3. Have the class suppose that they are planning a transportation system to link Moscow with Vladivostok. Each student is to select the type of transportation he would recommend along with a list of reasons why.

4. Suggested Essay Questions: (to evaluate broad understandings)

   - Choose a location in the Soviet Union where you would like to live. Tell why, in respect to location, physical features, climate, natural regions, natural resources.

   - Not all of the Soviet Union is ideally suitable for farming. In what ways might these conditions be improved? To accomplish this, how would you change the geography of the land?

   - Of what value is the river system of the Soviet Union?

   - What are some reasons for certain areas within the Soviet Union being densely populated?

Teachers' References

BOOKS

Broek, Jan, O.M. Geography: its scope and spirit. (The Charles E. Merrill Social Science Seminar Series.) Charles E. Merrill. 1965.

Rodder, W.S. Geography and human affairs. Oxford. 1951. $ .50.

Materials for Children

PERIODICALS

"National Geographic Magazine." National Geographic Society. $8.00 per year. Sources for Geography: July, 1965.

BOOKS

Asimov, Isaac. Words on the map. Houghton. 1962. $5.00. 3-6.
Touches upon the derivation of place names from all over the world.

Goeta, Delia. Grasslands. Morrow. 1966. $2.78. 3-6.
Contains definitions of prairies, steppes, and savannahs, and information about them.

Hall, Elvajean. The Volga: lifeline of Russia. Rand McNally. 1965. $3.95. 4-6.

_____Webster's geographical dictionary. Merriam. $5.70.

ATLASES

_____The first book atlas. Watts.]960. $1.98.

Goode, J.P. Goode's world atlas. (12th ed.) Rand McNally. 1964. $6.75.

_____Hammond's advanced reference atlas. Hammond. 1964. $5.00.

Rand McNally & Co. Rand McNally book of nations. Rand McNally. 1950. $3.95.

FILMLOOPS

Land biomes of the world. #819. Eye Gate House. 4 min. $20.00 each. Super 8mm.

Contents
8191 The Desert

8192 The Middle Latitude Grassland
8195 The Middle Latitude Deciduous Forest
8196 The Taiga
8197 The Tundra
8198 The Mountains

Shows the major types of plants and animals in each group and how they're adapted to their environment.

Transportation in Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and Super 8mm.

FILMS

The Danube. Disney Productions. 28 min. color.

Soviet Union: an introduction. Produced by University of Michigan. Michigan State University. 16 min. color. $5.75 rental.
Emphasis on geographical features.

Yugoslavia. Coronet Films. 11 min. black and white. $65.00
Geographic aspects of Yugoslavia are covered.

FILMSTRIPS

The geographic background. (Part of the "U.S.S.R." series) Eye Gate House. $5.00 each.

Introduction to maps. (Series #1260.) Jam Handy Organization. $26.95
Contents
What is a map?
Coast lines and their symbols
Land forms and their symbols
Lakes, rivers, and their symbols
Towns, cities, and their symbols

Natural resources and industries. (Part of the "U.S.S.R." series.) Eye Gate House. $5.00 each.

Transportation and communication. (Part of the "Living in the Soviet Union Today" series.) Society for Visual Education.

Transportation and communication. (Part of the "U.S.S.R." series.) Eye Gate House. $5.00.

GLOBES

Graphic Project Globe. A. J. Nystrom & Co. #2-416. $36.50.

Simplified Pictorial Relief Globe. A. J. Nystrom & Co. #6-346. $31.00.

MAPS AND CHARTS

Chalkboard outline map. A.J. Nystrom. World Map. #RBC 98. $17.75.

Europe. (Continent Geography Series.) Denoyer-Geppert. #JG2. $60.00 per set.
Contents
Population density
Economic activities
Climate
Frost-free days

Geographical terms. Denoyer-Geppert. #S100X. 64x64. $19.75.

Individual relief outline and outline activity maps for Eastern and Western Hemispheres. "Soviet Union." Rand McNally. #RVS-6904. $5.00 each.

Phillips' Physical Maps. "Europe." Denoyer-Geppert. #PP2. 72x68. Also "Asia." #PP3.

Polar World. A. J. Nystrom & Co. #PW98. $15.00.

Thralls, Zoe A. Map symbols and geographical terms chart. A. J. Nystrom & Co. #MS46. $65.00.

Wenschow Relief-like Maps. #RL36a. "Mediterranean Lands." ("U.S.S.R. and Adjacent Lands") #RL52arp. Denoyer-Geppert. $23.00 each.

SOUND FILMSTRIPS

Geography of the Soviet Union. (Part of the "Soviet Union Today" Series.) #6130. Jam Handy Organization.
Contents
one filmstrip
one record

Transportation and communication. (Part of the "Soviet Union Today" Series) Set I. Filmstrip House.

STUDY PRINTS

Europe. Denoyer-Geppert. set #WGP2. 18 pictures. $30.00.
Contains physical features.

TRANSPARENCIES

Atlas: Eastern Europe and the Middle East. #5. 3M Co.
Numbers
5A, 5B, 5C, 5D, 5E, 5I, 5J, 5K, 5L, 5M
Contents
printed originals
prepared color transparencies
printed spirit masters

Eastern hemisphere. Outline Maps. Continental Press. #503.
30 transparencies. $19.50. Liquid duplications. $3.50.

Map reading: Europe. parts 1 & 2. Miliken Publishing Co. #'s 409-410.
$5.95 each.
Contents
12 transparencies
28 duplicating pages

Physical geography. #3. 3M Co.
Contents
printed originals
prepared color transparencies

World geography. Denoyer-Geppert. $4.50 each.
#CU-WG79d--World Population Density
#CU-WG79c--World Climates
#CU-J100s--Geographical Terms

The World. Map Outlines. Milliken Publishing Co. #302. $5.95
Contents
20 transparencies
20 duplicating pages

HISTORICAL SUMMARY

Stating the Problem

- Why have the boundaries of Eastern Europe changed so often in the past 1,500 years?

Understandings To Be Developed

1. Most of the early settlers were Slavic peoples who migrated from the vast plains of Russia and interior Asia.

2. The Byzantine Empire, which lasted from the 4th to the 15th century, introduced the Greek Orthodox Religion and a degree of civilization to the large section of the Balkans it controlled.

3. With the fall of the Byzantine Empire to the Ottoman Turks, the peoples of the Balkans were introduced to a different culture and the Islamic Religion.

4. The conflict between the Christian and Islamic religions and cultures tended to divide the people of the Balkans even more and led to the intervention of other foreign powers, especially Russia, on behalf of the Christian population.

5. As the Ottoman Empire began to decline during the 19th century, Austria-Hungary increased its influence in Eastern Europe by gaining control of all or part of the present day-countries of Yugoslavia, Czechoslovakia, Poland, Romania, and Albania.

Information Needed (To develop understandings)

1. Why did early Slavic people migrate into Eastern Europe?

2. How did the Byzantine Empire begin?

3. What historical factors contributed to the disunity in early Eastern Europe?

4. What was the Ottoman Empire?

5. Why did foreign conquerors have trouble controlling the peoples of Albania and Yugoslavia?

6. Why did Poland, which had a great empire, disappear completely from the map of Europe during the 18th century?

7. What contributions to the culture of Eastern Europe were made by Byzantine and Ottoman empires?

Learning Activities

1. As an introductory activity to illustrate how an historian looks at an event, arrange an "impromptu" commotion to take place between two or more students. After the play has been staged, ask the class to record and interpret the events. Follow with a discussion on how an historian would record, interpret, or study events. Teachers may wish to consult a source such as Henry Steele Commager's, "The Nature and the Study of History." (Charles E. Merrill Social Science Seminar Series)

2. Have students play the role of historians. They can develop a picture of life within the Byzantine Empire. Students may wish to develop a list of questions such as: How did the empire begin? What contributions did it make to the culture of Eastern Europe? Why did it decline? Following the use of available research materials, students should list generalized statements about life within the Byzantine Empire.

3. Begin a time-line of periods and events in the history of this region. This may run parallel to time-lines constructed for other cultural regions.

4. Trace the migrations of the early Slavic people with the use of a filmstrip such as "Migrations of Medieval People" (381-9 Society for Visual Education, Inc.), or with a transparency such as "Migrations of the Peoples in the Fifth Century" (Tkw7 - A. J. Nystrom Co.) Students should discuss reasons for migrations.

5. Compare the architecture of the Byzantine Empire with that of the Greeks and Romans and the architecture that developed during the Middle Ages of Western Europe. Use pictures or **slides** made from pictures. The art teacher might be asked to help as a resource person.

6. To illustrate the growth of the Byzantine and Ottoman empires, map transparencies such as "Background and Growth of the Byzantine" (023-22 Eye Gate), and "The Ottoman Empire in 1556 and Modern Turkey" (023-15 Eye Gate) could be used.

7. Important terms should be added to students' notebooks as they are developed.

8. As folk dances help to preserve the national identity of a people, students might enjoy learning one. Students might discuss how folk dances may give a picture of a cultural region. A folk dance from one of the Eastern European countries could be taught in physical education class. A possible source "Dances of the World's People" (No. 6501-Vol. 1 - "From the Balkans and Near East"- Folkways/Scholastic Records) could be used.

9. As a continuing activity, the students may wish to bring to class current event articles relating to Eastern Europe and the Soviet Union. These materials could be kept in a class scrapbook or as part of a bulletin board display. During the study of this region, this material could be referred to as a source of information.

10. While studying the historical development of Eastern Europe and the Soviet Union, the class may wish to list people who have contributed to the culture of this region. After the list has been completed, some students may wish to select a person and prepare a report on his contributions.

Stating the Problem

- How did historical events help to develop early Russia into a cultural region?

Understandings To Be Developed

1. Eastern Slavs moved into Russia from the west between 200 and 500 A.D.

2. The Viking invasions of the 9th and 10th centuries led to the development of small trading cities, such as Kiev, which later developed into a city-state.

3. During the 10th century, the Greek Orthodox Religion was accepted on behalf of the Russian Slavs by Vladimir I of Kiev.

4. The Tatars, who first invaded Russia from the east in the 13th century, controlled a large section of the country for nearly 300 years.

5. Several powerful Dukes of Moscow led successful campaigns against the Tatars, thus making Moscow the most influential city and eventually the capital of Russia.

6. During the late 16th and early 17th centuries, the Cossacks conquered most of Siberia for the Russian czars.

7. Powerful Russian rulers, especially Peter I and Catherine II, moved the boundaries of Russia westward and southward in an attempt to gain seaports to the west.

Information Needed (To develop understandings)

1. What effects did invasions have on the cultural development of early Russia?

2. What effect did the religion of the Byzantine Empire have on Russia?

3. What did Catherine the Great do to extend the boundaries of Russia?

4. Who were the Cossacks?

5. What factors contributed to the unification of Russia?

6. What is autocracy?

7. What does the word "czar" mean?

8. Why did Peter the Great want a seaport on the Baltic Sea?

9. Why did feudalism last so long in Russia?

Learning Activities

1. Using research materials, have students fill in the following type of chart.

Historical Matrix of Early Russia

What	Who	When	Where	Why
	Early Eastern Slavic People			
	Rurik			
			Kiev	
	Tatars			
			Moscow	
Tried to Westernize Russia				
Territorial Expansion				

2. The information from the above chart might be utilized to continue the time-line of this cultural region.

3. To illustrate the autocratic rule in czarist Russia, children could use research materials to write a play highlighting life during the reign of Peter the Great.

4. With the use of historical maps or transparencies such as Atlas of World History, Part 2 (3M - Cat. No. 683-3E to 30), students could trace the territorial expansion of early Russia. Students should be looking for reasons why this expansion took place.

5. To illustrate events in early Russian history, make use of records such as "Genghis Khan and the Mongol Horde" (EWR 308B - World Landmark - Enrichment Records); "Chief of the Cossacks" (EWR - 313A - World Landmark Enrichment Records); "Catherine the Great" (EWR 313B - World Landmark Enrichment Records), or "1812 Overture" - Tchaikovsky (#CM 309 - Listening Library.) Interested students may wish to report on important composers of this cultural region.

6. Historical fiction books could be read by the students to gain an insight into the way people lived at various times within Russia. Perhaps the librarian could introduce books such as "Ivanov Seven," Elizabeth Janeway (Harper, 1967.)

Stating the Problem

- How has the 20th Century been a century of change in Eastern Europe?

Understandings To Be Developed

1. Rivalry among the Great Powers, especially Russia and Austria-Hungary, for territory and influence in the Balkan Peninsula, was one of the chief causes of World War I.

2. The subject nationalities of Eastern Europe--the Yugoslavs, Czechs, Slovaks, and Poles--tried to promote the war as a means of getting national independence.

3. Following World War I, the face of Eastern Europe was changed as the boundaries of Bulgaria, Hungary, and Romania were shifted and the countries of Estonia, Latvia, Lithuania, Poland, Czechoslovakia, and Yugoslavia were created.

4. During and following World War II, all of the countries of Eastern Europe came under the influence of Soviet Russia.

5. Estonia, Latvia, and Lithuania were incorporated into the Soviet Union as separate Soviet Republics.

6. Communist governments which took their orders from Russia were set up in Poland, East Germany, Czechoslovakia, Hungary, Romania, and Bulgaria.

7. The communist governments set up in Yugoslavia and Albania have been more independent of Russia.

Information Needed (To develop understandings)

1. What is nationalism?

2. What part did nationalism play in bringing about change in Eastern Europe?

3. Why did some of the subject nationalities in Eastern Europe support the Allies while others supported the Axis during World War I?

4. What part did Eastern Europe play in causing World War I?

5. What is meant by the term "satellite nation?"

6. Why do the Russians try to maintain control of their Eastern European satellites?

7. Why have Albania and Yugoslavia been able to retain more independence from the Soviet Union than the other countries of Eastern Europe?

8. How was the map of Eastern Europe re-drawn in the 20th Century?

Learning Activities

1. To illustrate changes that occurred in the boundaries of Eastern Europe during the 20th Century, have students compare two maps showing political divisions of Eastern Europe before World War I and after World War II. Desk maps such as "The World In 1914" (DWW 19 - Nystrom), "Europe in 1953" (DWW 28 - Nystrom) might be used. Students should discuss possible reasons for the changes.

2. Students could use research materials to determine the following about World Wars I and II:

   How did the Soviet Union and Eastern Europe become involved in the wars?

   What changes occurred in Eastern Europe as a result of the wars?

3. Interested students might wish to do research and then report to the class on important people and events of the wars.

4. The nationalism displayed by the Eastern European nations might be illustrated by reporting on the events of the 1956 Hungarian revolt or the 1968 Soviet occupation of Czechoslovakia. Students could report, using the viewpoints of reporters from Pravda, The New York Times, and a Czech or Hungarian underground newspaper. This activity could be used to illustrate how a historical event can be interpreted depending upon the cultural viewpoint of the historian.

5. Important events of the 20th Century within Eastern Europe could be added to the time-line.

6. The folk music of a cultural region may reflect the mood of the people. Play records such as "Ukranian Folk Songs" (Listening Library - #FM 59 K)

7. Part of the cultural heritage of a nation is its folklore. Students might enjoy reading or listening to tales such as "The Golden Seed" (Scribner, 1962) or "Baba Yaga" (Houghton, 1966.)

Stating the Problem

- What events marked the development of Communism in the Soviet Union since 1917?

Understandings To Be Developed

1. Why did the peasants, factory workers, and soldiers support the Communists in 1917?

2. Who were Karl Marx and Friedrich Engels?

3. In what ways was the rule of Stalin similar to the rule of the Czar?

4. Why did the relationship between the United States and Russia change after World War II?

5. What is "peaceful coexistence?" Do the Soviets still promote the spread of Communism?

6. What is the "Cold War?"

7. What is the "Iron Curtain?"

Learning Activities

1. To record the events in the development of Communism in the Soviet Union, this chart might be used.

BUILDERS OF COMMUNISM IN THE SOVIET UNION

NAME	WHEN?	HOW WAS POWER ACHIEVED?	WHAT CHANGES OCCURRED?
Lenin			
Stalin			
Khrushchev			

2. A committee of students may be interested in making reports to the class on the lives of Lenin, Stalin, and Khrushchev.

3. Discuss a filmstrip such as "The Development Of The Soviet Union" (series #1630 - Jam Handy.)

4. Students should add the following terms to their notebooks:

   Cold War
   Iron Curtain
   Peaceful Coexistence

5. Supply students with newspaper and magazine articles describing the strained relations between the United States and the Soviet Union. Ask students to make generalized statements describing these relations and to explain why they exist. Students may need to use research materials to verify their reasons.

6. View "Poland, Land Under Communism" (Encyclopedia Britannica Filmstrips) to illustrate the efforts of the Soviet Union to spread Communism to other parts of the world.

7. A group of students could report on the Julian Calendar and the Gregorian Calendar, explaining why the Soviet Union adopted the later in 1917.

8. Add important events that have been studied to the class time-line.

EVALUATION

PUPIL SELF-EVALUATION *(See Chart, page 10)*

TEACHER EVALUATION *(See Chart, page 11)*

OTHER EVALUATIVE TECHNIQUES

- Give an occasional oral quiz to check students' understanding of terms and basic facts.
- Read an excerpt from a book such as "Genghis Khan and the Mongol Horde" (Landmark Series - Random) that relates an historical event. Ask the students to write a short list of questions that an historian would ask about the event.
- Suggested Essay Questions
  - How did the Byzantine Empire help the Early Slavic people to become civilized?
  - Why did Moscow become an important city in early Russia?
  - Why did Peter the Great want to westernize Russia?
  - Why has the Balkan Peninsula experienced so much conflict in its history?
  - Write a description of how each of the following lived under feudalism in Russia: czar, noble, peasant.
  - How did World War I change life in Eastern Europe?
  - Why do some people say it is incorrect to call the U.S.S.R. Russia? Why do you think people still use the name Russia?
  - Why did the Soviet Union extend its control over Eastern Europe following World War II?
  - How can a strong nationalistic feeling be helpful and/or harmful to a group of people?
  - Which Communist leader do you think did the most to develop Communism within the Soviet Union? Why?

- How can a person's viewpoint affect the way in which he records an historic event?

- Compare feudalism in Russia with feudalism in Western Europe during the Middle Ages.

TEACHING MATERIALS

TEACHERS" REFERENCES

BOOKS

Commager, Henry Steele. The nature and the study of history. (The Charles E. Merrill Social Science Seminar Series.) Charles E. Merrill. 1965.

Engle, Shirley H., ed. New perspective in world history. National Council for the Social Studies. 1964. $5.00.

Krone, Max T. Voices of the world. Follett Publishing Co. 1960. With record.

Massie, Robert K. Nicholas & Alexandra. Dell. 1967. $1.25.
The story of the Tsar and Tsarina of Russia and of the empire they lost. Biography.

MATERIALS FOR CHILDREN

The National Geographic Magazine. National Geographic Society. $8.00 per year.

Sources on Russian History

March 1917	November 1918
April 1917	December 1920
July 1917	May 1921
March 1918	

BOOKS

_____Atlas of world history. Rand McNally. 1957. $6.00. #66-6015.

_____Historical atlas of the world. Rand McNally. $1.00.

Almedingen, M. E. Katia. Farrar, Straus. 1967. $3.50. (4-6.)
True story of Catherine A. Almedingen and of her girlhood spent in Russia. Biography.

_____A picture history of Russia. Watts. 1964. $4.95. (4-6.)

_____The young Catherine the Great. Roy. 1966 $3.25. (4-6.)
Biography.

Archer, Jules. Man of steel: Joseph Stalin. Messner. 1965. $3.25. (4-6.)
Biography.

Bartos - Hoppner, Barbara. The Cossacks. Walck. 1963. $4.00. (6-9.)
Fiction.

Catherall, Arthur. Yugoslav mystery. Lothrop. 1964. $3.00. (6-9.)
Fiction. 14-year-old Josef helps his father, an escaped political prisoner, dodge the secret police.

Chubb, Thomas Caldecott. The Byzantines. World. 1959. (6-9.)
History of the Byzantine Empire.

Coolidge, Olivia. Makers of the red revolution. Houghton. 1963. $2.51. (4-6.)

Daniels, Guy. The tsar's riddles. McGraw. 1967. $5.75. (3-6.)
Folklore. In an attempt to help her father win a legal suit, a girl challenges the great Tsar in a daring riddle contest.

Dolch, E. W. Stories from old Russia. Garrard. 1964. $2.39. (4-6.)
Folklore.

Domjan, Joseph. Hungarian heroes and legends. Van Nostrand. 1963. (3-6.)
The history of the Hungarian people.

Donovan, Frank Robert. Famous twentieth century leaders. Dodd. 1964. $3.25. (6-9.)
Sketches of men whose leadership and influence have affected the entire world. Included are Lenin, Stalin, Krushchev.

Doorly, Eleanor. The radium woman: a life of Marie Curie. Roy Pubs. 1955. $3.25. (4-6).
Biography.

Fairservis, Walter. Horsemen of the steppes. World. 1962. $2.35. (4-7.)
Covers 3000 years of conquest.

Fillmore, Parker. The laughing prince. Harcourt. 1921. $3.75. (4-6.)
A collection of 14 stories drawn from Yugoslavian sources.

Footman, David. The Russian revolutions. Putnam. 1964. $3.50. (6-9.)
Traces the history of the revolutionary movements that took place over a 100-year period beginning in 1825. Includes biographical portraits of major figures.

Fournier, Catharine. The golden seed. Scribmer. 1962. $3.50. (3-6.)
Folklore.

_____Genghis Khan and the Mongol Horde. Random. 1954. $1.95. (3-6.)
Biography. Landmark Series.

Haviland, Virginia. Favorite fairytales told in Czechoslovakia. Little. 1966. $2.97. (3-6.)
Folklore.

Heaps, Willard A. The wall of shame. Duell. 1964. $3.95. (6-9.)
A simply written report on the 28-mile barrier which was put up by the Communists in August, 1961, to divide East and West Berlin.

Holbrook, Sabra. Getting to know the two Germanys. Coward. 1966. $2.46. (4-6.)
Customs, schools, cities, governments, etc. of East and West Germany are contrasted.

Horizon Magazine. Russia in revolution. American Heritage. 1962. $3.79. (6-9.)
Review the history of Russia from the time of the early Sythians to the revolutions of the 20th century.

Janeway, Elizabeth. Ivanov Seven. Harper. 1967. $3.79. (4-6.)
Fiction. Adventures of Stepan Mgaloblishvili - called Ivanov Seven because no one could pronounce his last name.

Kelly, Eric P. Land of the Polish people. Lippincott. 1952. $2.75. (6-9.)

_____Trumpeter of Krakow. Macmillan. 1928. $2.75. (6-9.)
Fiction. Description of the Poland of the 15th century - full of mystery, adventure, and bravery.

Kietty, Bernadine. Fall of Constantinople. Random. 1957. $1.95. (6-9.)

Lamb, Harold. The city and Tsari: Peter the Great and the move to the West, 1648 - 1782. Doubleday. 1948. $4.50. (6-9.)

Life (Periodical.) The world's great religions. Golden Press. 1958.(5-)
Presents the history, beliefs, and customs of Hinduism, Buddhism, Islam, Judaism, Christianity, and Chinese philosophies.

Mills, Lois. So young a queen. Lothrop. 1961. $3.00. (6-9.)
Biography. Story of Jadwiga, the Polish queen who sacrificed personal happiness for her country.

Posnell, Elsa L. Russian composers. Houghton. 1967.
Each composer has made significant contributions to contemporary music. Includes a brief introduction to Russian music.

Rice, Tamara T. Finding out about the early Russians. Lothrop. 1964. $3.50. (6-9.)
Using art as a focal point, the author surveys Russian history from 3000 B.C. to the time of Peter the Great.

Salisbury, Harrison E. The key to Moscow. Lippincott. 1963. $2.95.(4-6)

Seeger, Elizabeth. The pageant of Russian history. McKay. 1950. (6-9.)
Covers the time from the Slavic invasions to the end of W.W. II.

Seredy, Kate. The good master. Viking. 1935. $3.00. (4-6.) Fiction.
Vigorous and amusing story of Jansci and his lively cousin Kate from Budapest and their life on a large Hungarian farm preceding W.W. I.

Sherrard, Phillip. Byzantium. Time-Life Books. $6.60.

Small, Ernest. Baba Yaga. Houghton. 1966. $3.50. (3-6.) Folklore.

Ure, Jean, ed. Rumanian folk tales. Watts. 1961. $2.95. (4-6.) Folklore.

Wallace, Robert. Rise of Russia. Time-Life Books. $6.60.

Webb, Robert N. Leaders of our time. (Series 3.) Watts. 1966. (5-7.)
Includes interesting accounts about Brezhnev and Kosygin, etc.

Webster's biographical dictionary. Merriam. $8.50.
A pronouncing biographical dictionary not restricted by period, nationality, race, religion, or occupation. Includes living persons.

Wheeler, Opal. Frederic Chopin. Dutton. 1942. 2 volumes. $3.75 each. (4-6.) Biography.

Wheeler, Post. Russian wonder tales. Beechhurst Press. 1946. $3.75. (5-7.) Folklore.

FILMS

Boy who would not dance. Syracuse University. 6 min. color. $3.50 rental.
Ukranian folk dance.

Byzantine empire. Syracuse University. 14 min. color. $5.00 rental.
Available from Coronet Films: black and white: $81.25. color: $162.50

Czechoslovakia. Produced by March of Time. Michigan State University.
17 min. black and white. $3.75 rental.

Kremlin: its history and art, I and II. Produced by McGraw-Hill. Michigan State University. 54 min. color. $15.00 rental. Art and architecture which illustrate historical events from Peter the Great to the present.

Lenin and Trotsky. Indiana University. 1964. black and white. 27 min.

Nightmare in red. NBC Project 20. McGraw-Hill. 54 min. Depicts the 1917 Revolution and contemporary events.

Poland. Produced by International Film Foundation. Michigan State University. 27 min. color. $8.50 rental.

Revolt in Hungary. McGraw-Hill. Michigan State University. 26 min. Black and white. $5.00 rental.

Russia. Syracuse University. 25 min. color. $9.00 rental.

FILMSTRIPS

Across Yugoslav Karst. Social Studies School Service. #11. $7.50 each.

Art, architecture, and religion. (Part of U.S.S.R.) Eye Gate House. $5.00 each.

Bolshevik revolution - 50 years later. #3809. Stanley Bowmar, Inc. $4.00

Communism: what you should know about it and why. #6722X. Stanley Bowmar, Inc. $48.50.
Contents
History of Communism: Marx to Lenin
History of Communism: Stalin to Krushchev
Communist expansion in Europe

Living in the iron curtain countries of today. Society for Visual Education.
Contents
Living in Bulgaria today
Living in Czechoslovakia today
Living in East Germany
Living in Hungary
Living in Poland today
Living in Romania
Living in Yugoslavia

Migrations of medieval people. #381-9. (Part of "The Middle Ages" series.) Society for Visual Education. $6.00 each.

More important cities. (Part of U.S.S.R.) Eye Gate House. $5.00 each.

Moscow. (Part of U.S.S.R.) Eye Gate House. $5.00 each.

Other important cities. (Part of U.S.S.R.) Eye Gate House. $5.00 each.

People of Yugoslavia. #5912. Stanley Bowmar, Inc. $6.00.

Poland: land under Communism. Encyclopedia Britannica Filmstrips.

Soviet Russia: revolution to empire. McGraw-Hill Textfilms.

MAPS AND CHARTS

Europe in 1953. History Desk Outline Maps. #DWW28. A.J. Nystrom & Co.

How Communists gain control of non-Communist governments. #CD11.
A. J. Nystrom & Co. $15.00.

The world in 1914. History Desk Outline Maps. #DWW 19. A.J. Nystrom & Co.

MULTI-MEDIA KITS

Russian revolution. Jackdaw Series of Contemporary Documents. #JD14.
Social Studies School Service. $2.50.
Contents

Documents	Prints
Maps	Costumes
Charts	Paintings
Engravings	Diaries
	Broadsheets

RECORDS

Chief of the Cossacks. #312 A & B. World Landmark Enrichment Records.
Enrichment Teaching Materials. Also: Catherine the Great.

The Cossacks. Listening Library. #FM 78. 1-12" $3.95.
Chorus of the Black Sea Cossacks.

Dances of the world's peoples.
#6501 - Vol I - From the Balkans and Near East.
#6502 - Vol II - From Europe.
Folkways Scholastic Records. $5.79 each.
Instructions included. Folk dances.

Folksongs and dances of Bulgaria. Listening Library. #FM 59-B.
1-12" $4.95.

Genghis Khan and the Mongol Horde. World Landmark Enrichment Record Series. Social Studies School Service. #EWR 308. $5.95.
Also: Adventures of Marco Polo.

History of the Soviet Union in ballad and song. #FM 83. 1-12" $5.95.
Recorded in the U.S.S.R. Collection of 15 songs from the revolution and civil war in Russia.

Hungarian folk music. Listening Library. #FM 59-D. 1-12 $4.95.

Liszt. Hungarian rhapsodies no. 1 & 2. Educational Record Sales.
33 1/3 rpm. $4.79. Philadelphia Orchestra, Ormandy cond.
Contents
Enesco: Rumanian rhapsodies no. 1 & 2.

Lithuanian songs and dances. Listening Library. #FM 59-E. 1-12" $4.95.

Moussorgsky. Pictures of an exhibition. Educational Record Sales.
1-12" 33 1/3 rpm. $4.79. Fritz Reiner and Chicago Symphony Orchestra.
Filmstrip - $6.50.

Music of Poland. Listening Library. #FM 59-H. 1-12" $4.95.

Music of the world's peoples. 5 vols. Folkways Scholastic Records.
$13.58 each. Contains music from just about every nation in the world.

Prokofiev. Leonard Bernstein's Peter and the wolf. Educational Record Sales. 1-12" 33 1/3 rpm. $4.79. Philharmonic, Bernstein cond.
Contents
Nutcracker Suite
With filmstrip

RCA Folk Dance. 45 rpm. with instructions. Educational Record Sales.
$1.29 each. Folk dances.
Contents
#1 - The Wheat - Czechoslovakia
#4 - Cshebogar - Hungary
Turn Around Me - Czechoslovakia
#5 - Moriu Miego - Lithuania
Klumpakojis - Lithuania

Red army ensemble. Vol. I & II. #FM 79 - FM 80. 1-12" $3.95 each.

Rimsky - Korsakov, Nikolai. Russia Easter overture. Listening Library
#CM 309. 1-12" $3.95.
Contents
Night on Bald Mountain
Polovetsian Dances
1812 Overture

Rumanian folksongs and dances. Listening Library. #FM 59-J. 1-12" $4.95.

Smetena, Bedrich. The Moldau and the bartered bride. Listening Library. #CM 338. 1-12" $2.95.

Songs and dances of Czechoslovakia. Listening Library. #FM 59-B. 1-12" $4.95.

Ukranian folksongs. Listening Library. #FM 59-K. 1-12" $4.95.

SOUND FILMSTRIPS

The anatomy of Communism. #170. Eye Gate House. $60.50.
Contents
The beginnings
Karl Marx and Friedrich Engels
Lenin
The legacy of Lenin
Filmstrips, records, teacher's manual

Balkan Background. (Part of "Yugoslavia - Concept of a New Society.")
Stanley Bowmar, Inc. $30.00.

Berlin the divided city. Stanley Bowmar Co. $25.00.
Contents
Life in Berlin
Berlin and its Iron Curtain
2 color filmstrips
2 12" 33 1/3 rpm records
guide

Development of the Soviet Union. (Part of the "Soviet Union Today" series.) #1630. Jam Handy Organization. $50.70.

Historical background. (Part of the "Soviet Union Today.") Set III.
Filmstrip House.
Contents
2 color filmstrips
2 12" 33 1/3 rpm records
guide

The year of struggle. (Part of "Communism: Challenge to Freedom.")
Group II. Society for Visual Education.
Contents
filmstrips
records
teacher's manual

TRANSPARENCIES

Atlas of world history. Part 2. #3. 3M Co. Prepared color

transparency #683.

Contents

3E, 3F, 3G, 3H, 3I-S

Background and growth of the Byzantine Empire. #023-22. Eye Gate House. $4.20. 2 transparencies. color.

Migrations of the peoples of the 5th century. (World History series.) #TKW 7. A. J. Nystrom & Co.

Mongol - Turkish conquests: Eastern trade routes. (World History series.) #TKW 11. A. J. Nystrom & Co.

The Ottoman Empire in 1566 and modern Turkey. # 023-15. Eye Gate House. $2.90. 1 transparency.

SOCIAL ORGANIZATION

Stating the Problem

- What part has religion played in the development of Eastern Europe as a cultural region?

Understandings To Be Developed

1. Religious differences have tended to keep the Eastern Europeans separate.

2. The majority of people in Poland, Romania, Hungary, and Czechoslovakia are Roman Catholics.

3. The Orthodox Church is prominent in Bulgaria and Russia.

4. While Islam is the leading religion in Albania, it is also an important minority religion in Bulgaria and Czechoslovakia.

5. In Yugoslavia, all three religions - Islam, Catholicism, and Orthodox are almost equally important.

6. The Communist governments of the Eastern European countries are openly anti-religious and have tried to suppress the influence of the various religions.

7. Other religions, including the Jewish and various Protestant faiths, have some followers in Eastern European countries.

Information Needed (To develop understandings)

1. Why are there three religions prominent in the Eastern European countries?

2. What are the differences between the Roman Catholic and Orthodox Church?

3. Why do religious differences tend to keep the people of Eastern Europe separated?

4. Why do the Communists try to suppress religion?

5. How did Islam affect cultural development in Eastern Europe?

6. Why did Christianity become an important religion in Eastern Europe?

Learning Activities

1. The class might act as sociologists and design a questionnaire on religious groups in Eastern Europe. Some possible questions might be: What religious groups are predominant? What other religious groups are found? Why? How have religious groups affected cultural development? Dividing the class into groups, one for each Eastern nation, ask the class to answer the questionnaire. Following the research, each group could report. A master chart, to compile all data collected, could be placed on the blackboard, and generalized statements about religious groups and their effects upon cultural development in Eastern Europe could be made.

2. Some students may wish to illustrate their information, from the above, on a map showing religious groups. The map could be added to the student-kept atlas.

3. Looking at the time line showing the development of the region, ask students to point out events that influenced religious development.

4. To illustrate the influence Communism has had on religious development, view and discuss a filmstrip such as "Religion and Atheism" (Part of "Soviet Union Today," Set 3, Filmstrip House.)

5. If possible, invite a person who has visited or lived in Eastern Europe and the Soviet Union to give a talk to the class on their impressions of life in this cultural region.

Stating the Problem

- Why are many different languages spoken in the various countries of Eastern Europe?

Understandings To Be Developed

1. Since the majority of Russians, Poles, Czechs, Yugoslavs, and Bulgarians are of Slavic origin, Slavic languages are predominant in Eastern Europe.

2. The basic language in Romania is Latin in origin, thus making it a Romance Language.

3. Although most of the people of Russia are of Slavic origin, there are also large groups of peoples of Mongolian, Turkish, Finnish, and mixed Asiatic stock.

4. Because many nationalities have been combined in several of the Eastern European countries, more than one language is usually spoken.

Information Needed (To develop understandings)

1. Why do many of the people in Russia, Yugoslavia, and Czechoslovakia speak more than one language?

2. Why is the Romanian language called a Romance Language?

3. Why is Hungarian spoken in the northeastern section of Romania?

4. What is an ethnic group?

5. Three large ethnic groups - the Serbs, Croats, and Slovenes - are found in Yugoslavia. Why is this a problem?

6. What does the term *nationality* mean?

Learning Activities

1. To illustrate how a linguist works, students could utilize the data sheet shown below to draw inferences about language development in Europe. Students should infer that Slavic languages are predominant in Eastern Europe. A discussion should follow on why this is so. Historical understandings on Europe could be utilized.

DATA SHEET ON LANGUAGES OF EUROPE

Language Family	Countries
SLAVIC	Russia, Poland, Bulgaria, Yugoslavia, Czechoslovakia
ROMANCE	Romania, France, Spain, Portugal
GERMANIC	Germany, Norway, Sweden, Austria, England, Belgium, Netherlands
OTHER	Greece, Wales, Ireland, Scotland, Hungary, Albania

2. Some students may be interested in learning more about linguistics. The countries listed under "OTHER" could be researched to find the language of each. A committee of students could develop a

report on the work of a linguist and how languages of the world are grouped.

3. Students may wish to visualize the language data sheet on an outline map of Europe. The class could infer that Slavic languages are predominant in Eastern Europe. A discussion should follow on how language is a factor in making Eastern Europe a cultural region.

4. To illustrate that the Soviet Union is a nation of many different ethnic groups, have students complete an outline map of the Soviet Union to include the fifteen republics. Small research committees might select a republic and report on its ethnic background. A discussion should follow on the possible solutions to the problem the Soviet Union has in creating a nationalistic feeling among so many ethnic groups (i.e., historical background, political organization, educational system,the development of the Soviet Union as a world power).

Stating the Problem

- How is education in the Eastern European countries organized?

Understandings To Be Developed

1. Education in the Eastern European countries has been well supported by government aid and has made much progress.

2. The literacy rate of several Eastern European countries is higher than the literacy rate of the United States.

3. Depending on the country, compulsory schooling is required for a period of 7 - 12 years.

4. Admission to higher education is usually based on the ability of the student, with good students getting larger allowances and scholarships from the government.

5. As in Western Europe, education in the Eastern European countries is more formal than in the United States.

6. Adult education has become an important aspect of the Eastern European educational system.

Information Needed (To develop understandings)

1. Why do the governments of Eastern European countries spend so much money on education?

2. What are some of the similarities and differences between education in the United States and education in Eastern Europe?

3. What do we mean by literacy rate? Why do some Eastern European countries have a higher literacy rate than the United States?

4. What are "Pioneer Clubs?"

Learning Activities

1. Using the Soviet Union as an example of education in Eastern Europe, students could make a comparison with the United States. The class should explore the purposes of education in each country, how education is organized, and its results. Bulletin board displays, charts, and student reports may be utilized to collect and display information gathered by the class. Some students may wish to use other countries of Eastern Europe in their study.

2. A committee of interested students may develop a report on Pioneer Clubs in the Soviet Union. In their report, the committee could compare Pioneer activities with scouting, Four-H Clubs, and other youth organizations in the United States.

3. The class could view and discuss a filmstrip such as "Schools and Pioneer Activities" (#295-2 of "Living in the Soviet Union Today," Society for Visual Education).

4. To dramatize life in Eastern Europe the class could present a play depicting a day in the life of a school child; the play could illustrate family as well as school life.

Stating the Problem

- What are some factors which influence where people live in Eastern Europe?

Understandings To Be Developed

1. Population trends in the Eastern European countries are affected by the degree of industrialization within each country.

2. In the industrialized countries of Russia, Czechoslovakia, and East Germany, most of the people are concentrated in or near the urban areas.

3. In Poland, Yugoslavia, Bulgaria, Hungary, Albania, and Romania, the majority of people live in rural regions.

4. Almost 75 percent of the Russians live in the more industrialized section of Russia.

5. Due to pressure from various Communist governments, there is little migration into or out of the Eastern European countries.

Information Needed (To develop understandings)

1. Why do the governments of the Eastern European countries severely restrict migration?

2. Why do most Russians live in the European section of their country?

3. Why are more urban areas found in the industrialized countries?

4. What are some important industrial areas in Eastern Europe?

5. What is meant by the term industrial triangle?

Learning Activities

1. Using a population distribution map, have students locate densely populated areas within Eastern Europe. The class should then make a list of generalized statements explaining why some areas are densely populated. To verify their statements, students may relate to geographic and historical understandings. Economic reasons will be emphasized when the economic organization of Eastern Europe is studied.

2. Students may illustrate population distribution on an outline map of Europe for their atlas.

3. Have the class locate the "industrial triangle" on a map of the Soviet Union. Students should list reasons why the area is densely populated.

EVALUATION

PUPIL SELF-EVALUATION (See Chart, page 10)

TEACHER EVALUATION (See Chart, page 11)

OTHER EVALUATIVE TECHNIQUES

- Occasional quiz to check students' understandings of terms and basic facts.

- Suggested Essay Questions

  - How did the major religious groups affect the cultural development of Eastern Europe?

  - Why did the Orthodox Church become so popular in Eastern Europe?

  - How has Communism affected the religious practices of the Eastern Europeans?

  - How have the migrations of people affected the development of language in Eastern Europe?

  - How does Communist government control education in Eastern Europe?

  - Why is Siberia so sparsely populated?

  - What affect does industrialization within a region have on population density?

TEACHING MATERIALS

TEACHER'S REFERENCES

PAMPHLETS

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Romania. Background Notes. #7890. Superintendent of Documents. U.S. Government Printing Office. 1968.

U.S.S.R. Backgroung Notes. #7842. Superintendent of Documents. U.S. Government Printing Office. 1968.

Yugoslavia. Background Notes. #7773. Superintendent of Documents. U.S. Government Printing Office. 1968.

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January 1938
March 1957
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June 1938

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April 1932
March 1933
March 1935
June 1938
June 1939
October 1939
November 1939
September 1958

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October 1915
September 1916
March 1926
April 1934
November 1938
March 1940
July 1965
June 1969

The National Geographic Magazine. National Geographic Society. $8.00 per year. Sources for Russia

March 1918	November 1942
August 1918	December 1942
December 1918	May 1943
May 1921	November 1943
November 1926	May 1944
October 1929	December 1944
January 1932	April 1945
June 1932	March 1947
November 1932	November 1954
February 1933	September 1959
June 1933	December 1959
December 1939	March 1962
July 1942	March 1966

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March 1967

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June 1939	July 1965
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BOOKS

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Barfoot, Audrey. Discovering costume. Dufour. 1964. $2.95. (4-6).
The development of men's and women's clothing since early Saxon times.

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Chekhov, Anton P. Kashtanka. Walck. 1961. $2.75. (4-6). fiction.
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Chubb, Thomas. Slavic peoples. World. 1962. (6-9).

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DITTO MASTERS (TRANSPARENCIES)

Russia today. Parts 1 and 2. Milliken. $3.25 each.

FILMLOOPS

City life in Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

An evening at home with a Polish family. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

Homes of Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

A Hungarian family at dinner. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

Recreation in Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

Small town life in Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

Warsaw. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

FILMS

Bulgaria: the land and the people. Coronet Films. 11 min. color: $130.00. black and white: $65.00.

Eastern Europe: introduction. Coronet Films. 13 1/2 min. color: $162.50. black and white: $81.25.

Meet Comrade Student. McGraw-Hill Text Films. 1962. black and white 54 min.

Poland - the land and the people. Coronet Films. 13 1/2 min. color: $162.50. black and white: $81.25.

Russia in Europe. Syracuse University. 19 min. color. $6.75 rental. Study of the part of Russia lying west of the Urals.

Russian life today. Bailey Films, Inc. 20 min. color.

School days (a picture of Russian education). Produced by University of Michigan. Michigan State University. 70 min. color. $20.00 rental.

Soviet Union: the land and the people. Coronet Films. 16 min. black and white: $97.50.

Yugoslav village. Coronet Films. 8 min. black and white: $48.75.

FILMSTRIPS

Living in the Soviet Union today. Society for Visual Education.
Contents
Housing and home life
Schools and pioneer activities
Four cities (Moscow, Leningrad, Kiev, and Tashkent)
Captioned filmstrips and teacher's guide

The Soviet Union. #6691X. Stanley Bowmar, Inc. $24.50
Contents
Education in the Soviet Union
Cultural life in the Soviet Union

U.S.S.R. Eye Gate House. $5.00 each.
Contents
Education and recreation
Art - architecture

MULTI-MEDIA KIT

Yugosla a. International Communications Films. #7013. $70.00.
Contents
4 sound color filmstrips:
Introduction to Yugoslavia
Cultural Yugoslavia
City life in Yugoslavia
Rural life in Yugoslavia

3 LP 33 1/3 rpm 12" records
Yugoslavia Phono Book with 7" 33 1/3 rpm record
24 black and white captioned study prints
Teacher's study guide
9 artifacts:
two costumed cloth dolls
hand embroidered cap
Croatian shoe
hand carved shepherd's flute
scale model of gustle with bow
Bosnia coffee pot
Yugoslavian stamps and currency, flags and stand
Supplementary literature

RECORDS

Christmas in Poland. ST-10198. Capitol.

SLIDES

Color slides on Yugoslavia. International Communications Films. 35 mm. set of 75. $15.00.

SOUND FILMSTRIPS

Countries of Eastern Europe. Eye Gate House. #TF148. $67.00.
Contents
Bulgaria
Czechoslovakia: the land and the people
Czechoslovakia: important cities
Hungary
Poland: the land and the people
Poland: the important cities
Romania
filmstrips
cassette Teach-A-Tapes
guide

People and culture. (Part of "Yugoslavia - Concept of a new society"). Stanley Bowmar, Inc. $30.00.

Romania and Yugoslavia. #212. Eye Gate House. $5.25 each. Records $5.00 each.
Contents

212A	Romania:	overview
212B	Romania:	Bucharest the capital
212C	Romania:	life in a small Romanian town
212D	Romania:	working in a small Romanian town
212E	Yugoslavia:	land of contrasts
212F	Yugoslavia:	Belgrade the capital
212G	Yugoslavia:	life in the mountains and plains
212H	Yugoslavia:	Dubronik and the Adriatic coast

The Soviet Union Today. (Series #1630). Jam Handy Organization. $50.70.
Contents
City life in the Soviet Union
European Russia and the Ukraine
The Causasus and Soviet Central Asia
filmstrips
records

The Soviet Union Today. Set I. Filmstrip House. $30.00
Contents
Food and clothing
Housing
The country and its people

The Soviet Union Today. Set II. Filmstrip House. $30.00

Contents

Soviet society and mass culture
The Soviet educational system
The Pioneer Organization
filmstrips
records

The Soviet Union Today. Set III. Filmstrip House. $30.00.

Contents

Soviet realism in the arts
Religion and Atheism
filmstrips
records

TAPES

Eastern Europe Countries. (This Is My Country Series). #TS4T7. Stanley Bowmar, Inc. $9.50.

Contents

2 tapes, dual, 3 3/4, 5"
Foreign students talk about their own countries--family life, schooling etc.

INFORMATION SERVICE

Albania
Permanent Mission of the People's Republic of Albania to the U.N.
446 East 86th Street, 10th Floor
New York 28, N.Y.

Bulgaria
Bulgaria Mission to the U.N.
22 East 73rd Street
New York, N.Y. 10021

Bulgaria
Legation of the People's Republic of Bulgaria
2100 Sixteenth Street
New York, N.Y.

Czechoslovakia
American Travel Abroad
250 West 57th Street
New York, N.Y. 10019

Czechoslovakia
Cosmos Travel Bureau, Inc.
45 West 45th Street
New York, N.Y. 10036

Czechoslovakia
Embassy of Czechoslovakia
2349 Massachusetts Avenue, N.W.
Washington, D.C. 20008

Latvia
Latvia Legation
4325 17th Street, N.W.
Washington, D.C. 20011

Poland
Embassy of the Polish People's Republic
2640 Sixteenth Street, N.W.
Washington, D.C.

Romania
Embassy of the Romanian People's Republic
1601 23rd Street, N.W.
Washington, D.C.

Union of Soviet Socialist Republics
Embassy of the Union of Soviet Socialist Republics
1125 Sixteenth Street, N.W.
Washington, D.C.

Yugoslavia
Yugoslav Information Center
816 Fifth Avenue
New York, N.Y. 10021

Yugoslavia
Yugoslav State Tourist Office
Department E
509 Madison Avenue
New York, N.Y. 10022

ECONOMIC ORGANIZATION

Stating the Problem

- What part does government play in the economic planning of Eastern Europe?

Understandings To Be Developed

1. The economic systems of the Eastern European countries are planned and controlled by the government.
2. The government owns the means of production and distribution.
3. There is little private enterprise.
4. Emphasis is on heavy industry rather than consumer goods.
5. Production goals are usually set up as 5 or 7 year plans, but these are often modified.
6. Since the factories and stores are state owned and operated, workers are not allowed to strike.
7. Women, who are treated as equals, make up an important part of the work force.

Information Needed (To develop understandings)

1. How do the countries of Eastern Europe decide what and how to produce?
2. What does the term heavy industry mean? Light industry?
3. Why do the Eastern European countries place such emphasis on heavy or basic industry?
4. What are the differences between a labor union in a Communist country and a labor union in the United States?
5. Why do the Communist governments control the means of production and distribution?
6. What are the purposes of the 5 and 7 year plans? Why are they often modified?
7. What does the term private enterprise mean?

Learning Activities

1. To illustrate how a society answers the basic economic questions of what to produce, and how, have the class take part in the following activity. Have the students suppose that they are going to raise funds for a class trip. They must first decide what they will do to raise money. In choosing a project, the class should consider the following:

   a. What are the community's wants?

   b. Are these wants being supplied?

   c. Would the community accept this product or service from a sixth grade class?

   Once the project has been chosen, the class should consider how it would go about carrying it out, keeping in mind the following questions.

   a. How will we organize the class to accomplish the project?

   b. What materials will be necessary?

   c. Is money (capital) necessary?

   d. What types of jobs will there be?

   e. Where will the work be done?

   f. What price should be charged?

   g. How will we distribute this product or service?

   h. How will profits be allocated?

   Upon the conclusion of this activity, the teacher should pose the following questions to the class for discussion.

   Would a society, country, or community have to consider the same questions? Why?

2. View and discuss a filmstrip such as "What Is Economics?" (Part of Eyegate #178 - "Fundamentals of Economics") to help students understand the meaning of economics.

3. Using the Soviet Union as an example, students could do research to find out who answers the basic economic questions of what and how to produce in Eastern Europe.

4. A group of interested students could make a report to the class on the use of 5 and 7 year plans in the Soviet Union. Their report should point out the role government plays in determining what and how much to produce.

5. A committee of students could research labor unions in the Soviet Union. A comparison could be made with labor unions in the United States in relation to their purposes.

6. A committee of girls could develop a report on the role of women in the economic systems of Eastern Europe. A comparison could be made with the roles played by women in the economic system of the United States.

7. Allow students, in gathering information for and in giving reports, to make use of filmstrips such as:

   "Government and Economics" (from "The Soviet Union" Set III Filmstrip House)

   "Urban and Rural Proletariat" (from "The Soviet Union" Set II Filmstrip House)

   "Economic Life in the Soviet Union" (from "The Soviet Union" #669IX - Stanley Bowmar)

   "Peasant and Urban Worker" (from "Yugoslavia - Concept of a New Society" - Stanley Bowmar)

8. Review heavy and light industries from the meaning that was developed during the study of Western Europe. The class could bring in pictures for a bulletin board display showing examples of heavy and light industries. The class could determine which type of industry is stressed in the Soviet Union. A discussion could follow to find out why.

9. Continue to add important terms and definitions to student glossaries.

Stating the Problem

- How successful have the economic systems in Eastern Europe been in meeting the needs of the people and the States?

Understandings To Be Developed

1. Although the Communistic type of planned economy has not been very successful in Poland, East Germany, and Czechoslovakia, it has made the Soviet Union second only to the United States as an industrial power.

2. The average Soviet citizen is much better off than during the Czarist era, but the Soviet Union's standard of living is much lower than the standard of the United States and Western Europe.

3. Due to the allocation of resources to basic industries, there is a noticeable lack of washing machines, television sets, and other consumer goods that we take for granted.

4. The typical Russian worker puts in a longer work week at less pay than his American counterpart.

5. In an attempt to increase industrial production, the government has lately resorted to the use of more flexible and regional development plans.

Information Needed (To develop understandings)

1. Why are consumer goods in the Soviet Union generally scarce and expensive?

2. What sacrifices are being made by the Soviet people in an attempt to develop the industrial strength of their country?

3. Why has the government-planned economic system been successful in Russia, but unsuccessful in Poland, East Germany, and Czechoslovakia?

4. Why is the average Russian worker better off today than he was before the Russian Revolution?

5. What does the term industrial region mean?

6. What is meant by the term consumer goods?

7. What is capital?

8. What is the COMECON?

Learning Activities

1. Review the meaning of the term "industrial region." Through discussion, a list of items which make a region industrial should be formulated. The list of items which might include capital, raw materials, skilled labor, power sources, transportation and market could then be used as a criterion by the class to determine if Eastern Europe and the Soviet Union are "industrial regions."

2. Distribute a data sheet to the class which lists information about industrial production in the Soviet Union over a period

of time. Areas to include might be iron, steel, electricity, petroleum, and coal production. The class should analyze the data sheet and make generalized statements about industrial growth in the Soviet Union. The students might convert the statistical data into bar or line graphs as a skill-building activity.

3. View and discuss a filmstrip such as "The People and Consumer Goods" (Part of "U.S.S.R." - Eye Gate)

4. Three simulation games which will aid students in understanding key economic concepts are: "Inflation, Landlocked Nations Game, and Parent Satellite Nations" (Grade Teacher, Oct. 1967, p. 109)

5. Ask students to bring in pictures of consumer goods available in the United States, to be used in a bulletin board display. To compare the supply of consumer goods in the United States with that of Eastern Europe and the Soviet Union, have students make use of available resources. This information might be symbolized on the display by placing a cut out letter "S" (for scarce) over goods found to be short in supply. Students should make a generalized statement about the supply of consumer goods in this region.

6. View a filmstrip such as "The U.S. and U.S.S.R. - an Economic Overview" (No. 3706 - Stanley Bowmar). Discuss how the United States and the Soviet Union compare in industrial production.

7. A committee of interested students could make a report to the class on COMECON. In their report, students may want to compare COMECON with the Common Market.

Stating the Problem

- How has agriculture been organized to meet the needs of the state and the people?

Understandings To Be Developed

1. Since the government in a Communist country owns all of the land, most of the Eastern European countries have combined their many small farms into large collectives.

2. Poland and Yugoslavia are the only Eastern European countries in which most of the farmers have successfully resisted collectivization.

3. The government aids the collectives by providing credit, agricultural machinery, and technical experts.

4. In most of the countries, each member of a collective is permitted a small plot of land to raise food for use by his own family.

5. Collective farming enables the large scale production methods of industry to be applied to farming and gives the government more control over the farmers.

6. Under the collectives, most of the peasants are discontented and do not work hard.

7. Due to inefficient farming methods, a lack of machinery and fertilizers, and farmer discontent, agricultural production is low compared to the United States, requiring a larger percentage of the population to work on farms.

Information Needed (To develop understandings)

1. What is a state farm?

2. How does the collective system in Russian farming take away the initiative typical of American farmers?

3. Why were the farmers in Poland and Yugoslavia able to successfully resist collectivization?

4. Why do the Communist governments attempt to combine the many small farms into large collectives?

5. Why has the collective system of farming been a failure in most Communist countries?

Learning Activities

1. The class could do research on collective farming in the Soviet Union. The students should look for reasons why there is collective farming and how it is organized.

2. Students may compare collective farming in the Soviet Union with farming on a kibbutz in Israel. Organization and success of collective farming could be compared.

3. A group of students might construct a model of a collective farm.

4. To compare agricultural production in the Soviet Union with that of the U.S., the following chart could be utilized by the class.

	Soviet Union	United States
Percent of arable land		
Acres cultivated		
Climatic conditions		
Organization		
Farming methods		
Production figures a. grains		
b. livestock		
c. dairy products		
d. vegetables		
e. others		

Suggested Sources of Information:

1. Steinberg, S.H., ed. The Statesman's Yearbook. St. Martin's Press.
2. Whitaker's Almanac. J. Whitaker & Sons, Ltd.
3. Chisholm's Handbook of Commercial Geography. Longmans, Green & Co.
4. World Book Encyclopedia. Field Enterprises.
5. Compton's Pictured Encyclopedia. Encyclopedia Britannica Co.
6. Encyclopedia Britannica Junior. Encyclopedia Britannica Co.

Following the completion of the chart, the class should make generalized statements about the effects that climate, organization, government policy, and use of farming methods have on agricultural production.

5. The class could hold a discussion with the aim of listing the agricultural problems they found in their study of the Middle East and Western Europe. The class should then refer to research materials in an attempt to identify the problems of Soviet and East European farmers and solutions presently being used. Problems such as climatic conditions, soil fertility, organization, government policy, and methods could be considered.

6. View and discuss filmstrips such as "the U.S. and U.S.S.R. - An Economic Overview" (#3706 - Stanley Bowmar, Inc.); "Peasant and

Urban Worker: (Yugoslavia - Concept of a New Society" - Stanley Bowmar, Inc.); "Agriculture" ("Living in the Soviet Union Today" - Society for Visual Education).

7. To dramatize life on a collective farm, scenes from a day in the life of a collective farmer could be developed. Some suggested scenes might include a look at the farmer and his private plot of land, a commissar at work, or payday and harvest time.

EVALUATION

Pupil Self-Evaluation *(See Chart, page 10)*

Teacher Evaluation *(See Chart, page 11)*

Other Evaluative Techniques

- Give an occasional quiz to check students' understandings of terms and basic facts.

- To illustrate how a society must determine allocation of limited resources to unlimited wants, the class could pretend to be economic planners in the Soviet Union. The students might be divided into the following groups: State Planning Commission, Heavy Industry, Consumer Industry, Education, Space Program, Military, Agricultural Development, Resource Development, Transportation and Communication. Each committee should prepare a list of reasons why they should receive more funds for the coming five years. When all committees have reported to the State Planning Commission, the Commission will draw up a list of priorities for allocation of funds. In this activity, the class should utilize the economic understandings about the Soviet Union.

- Suggested Essay Questions:

  - What is the difference between government control of production in the Soviet Union and the United States?

  - How successful has government planning been in Eastern Europe?

  - What are some reasons for the Soviet Union developing into an industrial power?

  - In what ways is life better under Communism than under Czarist rule?

  - Compare the grocery shopping trips of a typical Soviet and United States housewife. Explain why there is a difference.

  - How successful is agriculture in the Soviet Union?

- Why hasn't collective farming been successful in Eastern Europe?
- Why have the small individual plots of land on collective farms been so productive?
- What is the difference between state and collective farms?

TEACHING MATERIALS

Teachers" References

PAMPHLETS

Hemmer, William. Economics in the social studies for sixth grade. The Center for Economic Education. The State University of N.Y. 1968.

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Martin, Richard S. Economics and its significance. (The Charles E. Merrill Social Science Seminar Series). Charles E. Merrill. 1965.

Wellisz, Stanislaw. The economics of the Soviet bloc. McGraw-Hill. 1964.

Zauberman, Alfred. Industrial progress in Poland, Czechoslovakia, and East Germany, 1937-1962. Oxford University. 1964.

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Christine, Charles. "Four simulation games that teach." Grade Teacher. October, 1967. pp. 109-113.
Contents
Inflation
Production line
Landlocked nations game
Parent-satellite nations

COMECON's woes. Time. May 31, 1963.

Comparing economic systems. Senior Scholastic. April 18, 1962.

Soviets push on Western markets: COMECON pipeline. Business Week. March 2, 1963.

Materials for Children

BOOKS

Alexander, Albert. Economics. Watts. 1963. $2.65. (6-9).

Account of the way American economy manages natural, human, and capital resources to provide goods and services. Describes United States government role in our economy and compares it to Russian systems.

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Cooperative enterprise in Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

Individual business enterprise in Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

Rural life in Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

State enterprise in Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

The use of labor in Eastern Europe. International Communications Films.

1966. 4 min. Available in standard 8mm and super 8mm.

Village markets in Eastern Europe. International Communications Films. 1966. 4 min. Available in standard 8mm and super 8mm.

FILMS

Russian life today: inside the Soviet Union. Syracuse University. 21 min. color. $6.75 rental.

FILMSTRIPS

Economic life in the Soviet Union. (Part of "The Soviet Union" series). #6691X. Stanley Bowmar, Inc. $24.50.

Living in the Soviet Union today. Society for Visual Education.
Contents
Agriculture
Foods, markets and stores
captioned filmstrips
teacher's guide

The people and consumer goods. (Part of the "U.S.S.R." series). Eye Gate House. $5.00 each.

The U.S. and U.S.S.R. - an economic overview. #3706. Stanley Bowmar, Inc. $4.00.

What is economics? #178 A. (Part of "Fundamentals of Economics" series). Eye Gate House. Filmstrip: $5.25 each. Record: $5.00.

SOUND FILMSTRIPS

Countries of Eastern Europe. #TF148. Eye Gate House. $67.00.
Contents
Czechoslovakia: resources, industries, products
Poland: resources, industries, products
filmstrips
Cassette Teach-A-Tapes
manual

Farming and rural life of the Soviet Union. (Part of "The Soviet Union Today" series). #1630. Jam Handy Organization.
Contents
filmstrips records

Government and economics. (Part of "The Soviet Union Today" series). Set III. Filmstrip House. $30.00.

Peasant and urban worker. (Part of "Yugoslavia - Concept of a New Society"). Stanley Bowmar, Inc. $30.00.
Contents
filmstrips
records
guide

Urban and rural proletariat. (Part of "The Soviet Union Today" series). Set II. Filmstrip House. $30.00.
Contents
filmstrips
records

POLITICAL ORGANIZATION

Stating the Problem

- Why are the countries of Eastern Europe controlled by the Communist party?

Understandings To Be Developed

1. Despite outward appearances of democracy, the Eastern European countries are actually dictatorships under the control of the Communist party.

2. The Communist party in most Eastern European countries includes from 4 to 9 percent of the total population.

3. In Eastern European countries where there is more than one political party, such as Poland, Bulgaria, and East Germany, all other parties are under the control of the Communist party.

4. The Communist party selects the candidate for office, and since only one candidate is offered for each office, the elections offer the voters no choice.

5. The man who controls the Communist party in a country is the dictator of the country.

Information Needed (To develop understandings)

1. What is Communism?

2. What is a dictator?

3. In the Soviet Union, over 99 percent of the eligible voters cast their ballots in an election, while the average in the United States usually varies between 50 to 70 percent of the eligible voters. Why?

4. Why are the Communist parties of the Eastern European countries able to control the large majority of people that are not party members?

5. Why is the leader of the party considered the dictator of a country when he does not hold any position in the official government?

6. Is Communism practiced in the same way in the countries of Eastern Europe as it is in the Soviet Union?

Learning Activities

1. One aspect of a political system that the political scientist studies is the set of rules or guidelines for the actions of all of its members. The class might list the rules that are established and accepted in their own room. The reasons why rules are necessary should be discussed. To illustrate how a democratic society approaches this aspect of a political system, a review of the political organization of the United States, as studied in the 5th grade, might be undertaken. Students may wish to review such things as the election of representatives and the lawmaking process. The students should now consider how countries in Eastern Europe organize and develop their political system.

2. Ask students to compare the role of political parties in the United States and the Communist party in the Soviet Union. Once a comparison has been made, discuss why there is only one party in the Soviet Union.

3. To help students understand the meaning of Communism, view and discuss filmstrips such as "What Is Communism?" (part of "Communism: Challenge to Freedom" - Society for Visual Education) and "What Communism Is" (part of "Communism: What You Should Know About It and Why" - 6722X - Stanley Bowmar).

4. The students could compare the meaning of the word "election" in the Soviet Union and the United States. The class could do research to find how elections are held in each country.

5. The students could bring political cartoons to class for analysis. To illustrate their study on the political system of this region, the class might enjoy developing political cartoons which might then be used for a bulletin board display.

6. To illustrate how Communism has developed differently in countries of Eastern Europe, the class could make a comparative study of Yugoslavia and the Soviet Union. The class should look for reasons why Communism has developed differently in these two countries.

Stating the Problem

- How are the governments of the Eastern European countries organized?

Understandings To Be Developed

1. The official governments of the Eastern European countries are led by Communist party members.

2. The chief executive body of most Communist countries is the Council

of Ministers, which is usually composed of the Premier and the heads of major ministries, such as Foreign Affairs, Defense, Trade and Agriculture, etc.

3. Often the head of the Communist party is also the Premier of the country.

4. Local and regional governments are set up on a smaller and subservient scale but are similar in operation to the national government.

5. As in all dictatorships, there is usually a struggle for power when the party leader dies or is ousted.

Information Needed (To develop understandings)

1. How is the Council of Ministers in a Communist country similar to our Presidential cabinet?

2. Why is the transfer of power usually easier in a democracy than in a dictatorship?

3. Why are the national legislatures in Communist countries often referred to as "rubber stamp" legislatures?

4. Who are the important political leaders in Eastern Europe?

5. What is the meaning of the abbreviation U.S.S.R.?

Learning Activities

1. Making use of world almanacs, newspapers, magazines, etc., the class could locate the names of the government leaders in Eastern Europe. If possible, pictures could be utilized in a bulletin board display.

2. Compare the way in which government leaders were replaced in Czechoslovakia with the change of leaders in the United States during 1968-1969. To illustrate the point further, other changes in leadership such as the change from Lenin to Stalin and Kennedy to Johnson might be topics for reports.

3. As a bulletin board display, students may wish to develop a chart illustrating government organization in the Soviet Union. The class may wish to compare government organization in the Soviet Union with that of the United States.

4. A group of students might enjoy reading "Aunt America" (Bloch, Marie Halun - Atheneum) and presenting scenes to the class to illustrate life under a dictator.

5. View and discuss filmstrips such as "Communism and Government" (Part of Communism: Challenge to Freedom" - Society for Visual Education).

6. Students could view the film, "Nightmare in Red" (McGraw-Hill) watching for the effects Communist politics have on the life in this cultural region.

7. To illustrate how the Soviet Union is divided into fifteen republics, have the students label each republic on an outline map. A discussion should follow on the meaning of "U.S.S.R.," and whether or not a republic is free to leave the U.S.S.R.

EVALUATION

Pupil Self-Evaluation *(See Chart, page 10)*

Teacher Evaluation *(See Chart, page 11)*

Other Evaluative Techniques

- A political cartoon on some aspect of life in Eastern Europe could be used as a form of evaluation. Each student could write an analysis of the cartoon.

- Ask the students to prepare a guidebook to the political organization of the Soviet Union to be given to students embarking on a student exchange tour. The purpose of the pamphlet should be to familiarize the visitor with facts he should know about the political system in order to understand what he sees.

- Suggested Essay Questions

  - From your viewpoint, what are the advantages and disadvantages of having one party in the Soviet Union? What would your opinion be if you were a Soviet citizen?

  - Why is the Communist party the only party allowed in the Soviet Union?

  - How is the term republic misused in the Soviet Union?

  - How is Communism in Yugoslavia different from Communism in the Soviet Union?

  - Describe what a ballot would be like in a Communist country.

  - How does the Communist party control the governments of the countries of this region?

TEACHING MATERIALS

Teachers' References

BOOKS

Sofauf, Francis J. Political science: an informal overview. (The Charles E. Merrill Social Science Seminar Series). Charles E. Merrill. 1965.

Materials for Children

BOOKS

Bloch, Marie Halun. Aunt America. Atheneum. 1963. $3.50 (4-6).
The sharp, if brief, portrayal of forces at work in a dictator regime and of unusual individual relationships is presented.

Caldwell, John C. Communism in our world. Day. 1962. $1.98. (4-12).

Johnson, G.W. Communism: an American's view. Morrow. 1966. $3.50. (5-7).

Kish, George. Yugoslavia. Holiday. 1952. $1.75. (4-6).

McSwiggan, Marie. All aboard for freedom. Dutton. 1954. $3.00. (4-6).
An exciting account of a Czechoslovakian boy and his foster family who make a break for freedom from the Communists to prevent their separation.

Miller, William J. The meaning of Communism. Time-Life Books. 1968. $3.60 (6-9).

Rieber, Alfred J. A study of the U.S.S.R. and Communism. Putnam. 1964. $3,95. (6-9).

Scholastic Magazines. What you should know about Communism and why. Scholastic Magazine. 1962. $2.95. (4-6).

FILMS

Czechoslovakia - a satellite state. Arthur Barr Productions. 1960. color. 13 min.

East Germany: land beyond the wall. CBS Television Documentaries. Syracuse University.

Hungary and Communism - Eastern Europe in change. Encyclopedia Britannica Films. 1964. color and black and white. 17 min.

FILMSTRIPS

Behind the Iron Curtain. #3800. Stanley Bowmar, Inc. $4.00.

The challenge of Communism. Parts 1 & 2. Stanley Bowmar, Inc. $4.00 each.
Contents
#3709 - The Quest for Power
#3710 - The Battle for the Minds of Men

Communism: what you should know about it and why. #6722X. Stanley Bowmar, Inc. $48.50.
Contents
Why Study Communism?
What Communism Is
Communist Expansion in Asia
Communism As Practiced in the U.S.S.R.
Meeting the Challenge of Communism

Crises in the Communist orbit. #3799. Stanley Bowmar, Inc. $4.00.

Czechoslovakia in a divided world. #3746. Stanley Bowmar, Inc. $4.00.

Poland - a troubled nation. #3753. Stanley Bowmar, Inc. $4.00.

Romania: another crack in the Iron Curtain. #3754. Stanley Bowmar, Inc. $4.00

Yugoslavia under Communism. #3757. Stanley Bowmar, Inc. $4.00

MAPS AND CHARTS

Living in a totalitatian or Communistic Country. #CD10. A.J. Nystrom &Co. $15.00

SOUND FILMSTRIPS

The anatomy of Communism. #170. Eye Gate House. $60.50.
Contents
The Nature and Meaning of Communism
The Philosophy of Marxian Socialism
Communism in Practice
Communist Tactics and Techniques
Communism in the U.S.

Filmstrips
Records
Teacher's manual

Communism: challenge to freedom. Society for Visual Education.

Contents

Group I:
What Is Communism?
Communism and Government
Communism and Economics
Communism and Human Rights

Group II:
The Cold War
The Communist Party
The American in the Cold War

GENERAL BIBLIOGRAPHY FOR TEACHERS

PERIODICALS

Eastern Front. Life. May 8, 1964.

Griffiths, E. World in change: a trip through Eastern Europe. Newsweek. October 28, 1963.

BOOKS

Butler, John. Soviet Union, Eastern Europe and the world food markets . Praeger. 1964.

Dvornik, Francis. The Slavs in European history and civilization. Rutgers University. 1962.

Engels, Friedrich and Karl Marx. The Communist Manifesto. Regnery.1960.

_____The Europa yearbook - 1969. Vol. I. Europa Publications Ltd. 1969. Annual. Published in Great Britain.

Fischer-Galati, Stephen, ed. Eastern Europe in the sixties. Praeger. 1963.

Guerney, Bernard G., Ed. Anthology of Russian literature in the Soviet period from Gorki to Pasternak. Vintage. 1960.

Hazard, John N. The Soviet system of government. University of Chicago. 1964.

Isenberg, Irwin. Eastern Europe. Scholastic Book Services. 1965.

Kolarz, Walter. Religion in the Soviet Union. St. Martin's. 1962.

Landsbergis, Algirda, ed. The green oak: selected Lithuanian poetry. Voyages Press. 1962.

Lydolph, Paul E. Geography of the U.S.S.R. Wiley. 1964.

Mace, David. The Soviet family. Doubleday. 1963.

Michner, James A. The bridge at Andau. Bantam. 1957.

Petrovich, Michael B. Today's world in focus: Soviet Union. Ginn & Co. 1964.

Ripka, Hubert. Eastern Europe in the post-war world. Praeger. 1961.

Scholastic Magazine. The Soviet Union. Scholastic Book Services. 1965.

Seton-Watson, Hugh. Eastern Europe between the wars, 1918-1941. Shoe String. 1963.